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ABSTRACT

This guide contains activity ideas to help elementary and secondary students celebrate Iowa History Month, October, 1985. There are four major sections. The first section contains an historic calendar for the month of October. Each day focuses on a significant occurrence in Iowa history and provides specific suggestions for discussing the events. The activities are appropriate for grades 5-12. Section II provides several class and community activity ideas that are adaptable to the particular needs and level of the class. For example, students design posters on the theme "Iowa Then and Today," make cornhusk dolls, arrange a store window display, or make a community quilt. The third section provides the names, addresses, and phone numbers of groups that provide materials for teaching Iowa history. This section also contains a sample of the "Teachers Guide to a History of Iowa," developed by a project funded by the National Endowment for the Humanities. The fourth section contains the "Building Coordinators Fund Raising Guide," intended to help individual schools undertake fund raising projects for the new Iowa Historical Building. (RM)

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IOWA HISTORY MONTH

1985

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SO 016 851

By: Dr. Lynn E. Nielsen, University of Northern Iowa

For the Iowa Historical Museum Foundation

INTRODUCTION

On the following pages you will find a collection of activity ideas to be used in celebrating Iowa History Month, October, 1985.

Keep in mind that this collection is neither exhaustive nor comprehensive. Rather, it is a sample of ideas which hopefully will provide stepping stones to even greater investigations of Iowa's heritage.

SECTION I — includes a historic calendar for the month of October. Each day focuses on a significant occurrence in Iowa history and provides specific suggestions for discussing the events. This activity is appropriate for grades 5-12.

SECTION II — provides several class and community activity ideas which are adaptable to the particular needs and level of the class.

SECTION III — "Where to find it", provides names, addresses and phone numbers of organizations or institutions which provide materials for teaching Iowa history.

SECTION IV — includes the Building Coordinators Fund Raising Guide. This section contains forms which should be mailed to the Iowa Historical Museum Foundation where a record of the contribution will be retained upon completion of October fund raising projects.

It is our hope that this packet will only be a start toward instilling in students a love for investigating the state they call home.

SECTION I

October Calendar

History instruction, when characterized by disjointed lists of events, parades of presidents, and jumbled geography, is often a mystery to students. While the cause of this situation are myriad, the fact remains that teaching history is not a simple task and requires much time and calculated effort on the part of both teacher and child.

A great part of this effort needs to be invested in helping students THINK history rather than memorize it. This higher level of cognitive activity including analysis, synthesis and transfer of knowledge is much more difficult to teach than a memory approach. It requires planning on the teacher's part and practice on the student's part. However, the rewards of this effort are great.

The following pages outline a procedure whereby students will discuss an event from Iowa history on a daily basis.

Plan to begin each school day in October with discussion of an event from the October calendar (see pages 12 & 13). The events should be placed in their historical context. The following dates provide a brief outline of important eras in Iowa's history.

1833	Parts of Iowa open for pioneer settlement
1834 - 36	Iowa part of Michigan territory
1836 - 38	Iowa part of Wisconsin territory
1838 - 46	Iowa part of Iowa territory
1846	Iowa statehood
1861 - 65	Civil War
1870-1900	Rapid industrial and technological development (agricultural businesses, railroading, lumbering, coal mining)
1900-1918	Further development of agriculture
1914-1918	World War I (excellent farm prices)
1919-1940	Agricultural depression
1941-1945	World War II
1946	Modern Iowa

While students raise possible questions to answer and hypotheses to test, their discussion should be related to these dates.

The following sample questions and answers for October school days provide examples of how these events may be used to reinforce thinking skills while investigating Iowa history. If additional information is needed for some events, encourage students to identify questions and possible sources where answers could be found. The following two volumes contain a wealth of important information:

Iowa Through the Years. By Cyrenus Cole. The State Historical Society, Iowa City, 1940.

A History of Iowa. By Leland L. Sage. Iowa State University Press, Ames, 1974.

* * *

October 1 George W. Jones digs first shovelful of dirt for Dubuque and Pacific Railroad (later Illinois Central). (1855)

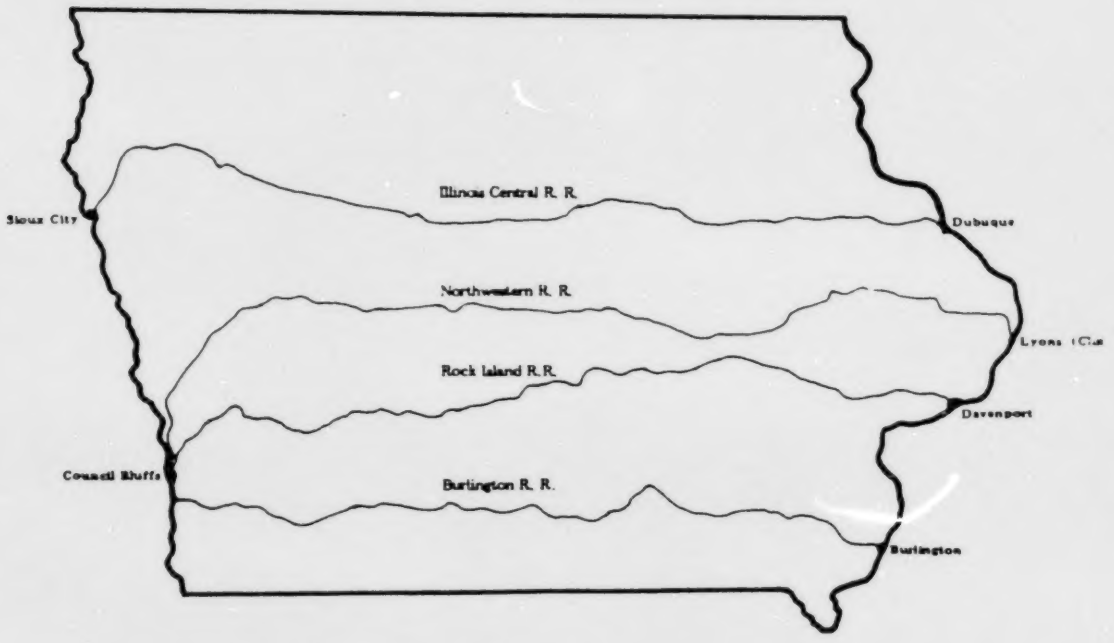
Discuss the following questions:

—Where did this event most likely occur? (Dubuque)

—Where is Dubuque? (eastern part of the state along Mississippi)

—What direction were the railroads building at that time? (east to west. Relate this east-west direction to migration patterns of the day.)

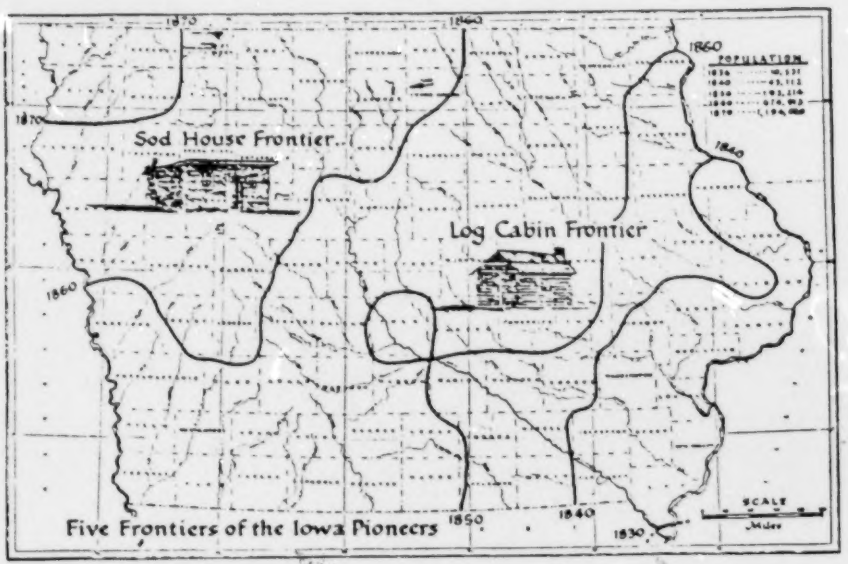
Early Iowa Railroads



--How long had Iowa been a state at this time? (nine years)

--How long had Iowa been open for pioneer settlement? (twenty-two years)

--What was life like in the eastern part of the state compared to the western part? (Discuss the conceptual information on the map below. In 1855 people in the towns along the Mississippi and in the southeastern section of the state were developing businesses and building lovely homes, while the northwest section of the state had barely been surveyed. Pioneer settlement in Iowa did not fall like a blanket over the region. Rather, it was like a carpet being unrolled in a northwesterly direction.)



Five Frontiers of the Iowa Pioneers

October 2 Lt. Robert Lee blasted reefs to deepen channel over Des Moines Rapids. (1838)

--How long had Iowa been open for pioneer settlement at this time (five years)

--Where might the Des Moines Rapids be located? (Students should be encouraged to suggest possible locations. The Des Moines Rapids is located at the mouth of the Des Moines River where it empties into the Mississippi.)

--Why would the channel need to be deepened? (Steamboats were regularly using the river for transportation of military personnel, settlers, building materials, etc. This was a dangerous spot. Many boats had been dashed to pieces on the rocks.)

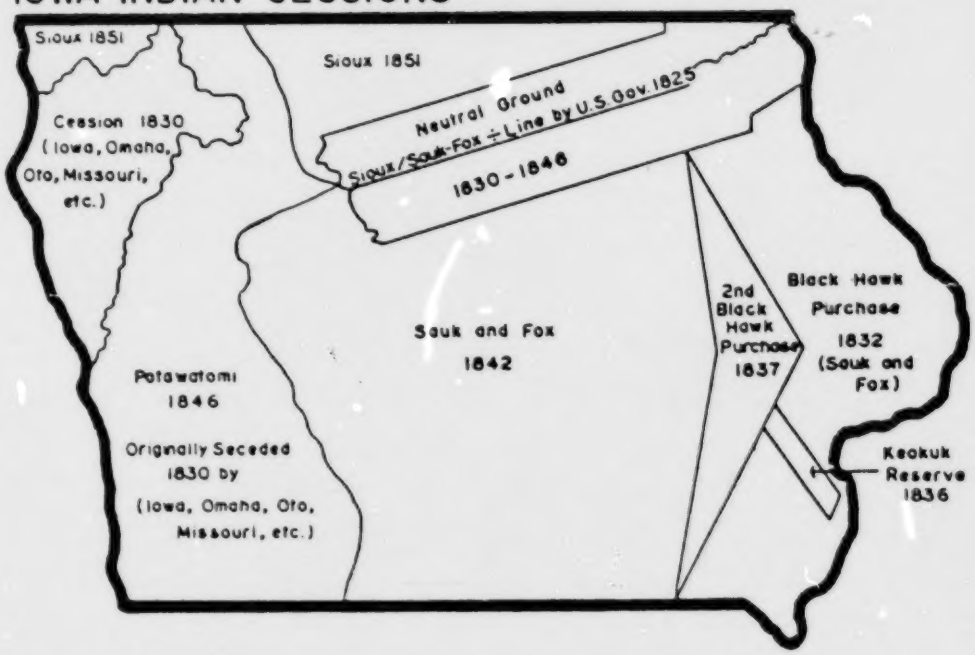
--What does this information tell us about life in Iowa in 1838? (Pioneer settlement was just getting under way. The military was highly visible. People were rapidly moving into the state as land became available.)

October 3 — Death of Black Hawk. Buried in customary sitting position. (1838)

--Who was Black Hawk? (Chief of the Sauk tribe which occupied lands in Iowa and Illinois into the 1830's)

--Why is Black Hawk a notable personality in Iowa history? (Black Hawk led the Sauk and Fox tribes in relentless resistance to pioneer settlement during the first three decades of the nineteenth century. Black Hawk was finally defeated in a series of skirmishes which have been inappropriately named the Black Hawk War, 1832. Following this confrontation, the Sauk and Fox lost their lands along the Mississippi. The Sauk moved to villages along the Des Moines River near Ottumwa. Black Hawk was imprisoned for a time. He lived along the Des Moines River until 1838, but he was never permitted to lead a village or band after 1832.)

IOWA INDIAN CESSIONS



October 4 — Iowa's first school opened in log cabin in Lee County. (1830)

--What year was pioneer settlement first legal in Iowa? (1833)

—What does this event tell us about pioneer settlement? (Although treaties set up by the government placed restrictions on where settlers could move, there were exceptions, and restrictions were not always followed. Dr. Isaac Galland hired Berryman Jennings in 1830 to teach school in a log cabin erected for that purpose near present-day Keokuk.)

October 7 — First State Constitutional Convention convened in Iowa City. (1844)

--Where is Iowa City? Locate on an Iowa map.

—What is a state constitutional convention? A meeting for the purpose of establishing the framework for the state's constitution. This task was a necessary prerequisite for Iowa's statehood.

--Why was this held in Iowa City? The territorial capital of Iowa was moved from Burlington to Iowa City in 1841.

--What territory was Iowa a part of at this time? Iowa Territory (1838-46)

October 8 — Quakers held first "monthly meeting" at Salem. (1838)

--Where is Salem? Southeast Iowa.

—Who were the Quakers? A religious group. Refer to the encyclopedia for more detailed description of their origin and activities.

--What was a "monthly meeting"? The Quaker societies hold a monthly meeting for purposes of conducting business. Worship services are generally held more often.

--What does this event tell us about the development of society in early Iowa? In southeast Iowa social development was beginning to take shape. Could this event have taken place in northwest Iowa in 1838? No. Lands in that part of the state were not even open for pioneer settlement at that time, (see entry for October 3).

October 9 — Abraham Lincoln spoke at Burlington. (1858)

—Where is Burlington? Southeast Iowa. Locate on an Iowa map.

—Was Abraham Lincoln President of the United States at this time? No. His term of office lasted from 1861 until his death in 1865.

--Why did Lincoln speak in Burlington? He was running for senator from Illinois at this time. He was a leading spokesman within the Republican party.

--How long had Iowa been a state? Twelve years.

--How was life in southeast Iowa at this time different from life in northwest Iowa? Northwest Iowa was a frontier territory yet. Southeast Iowa was becoming socially and economically more complex.

October 10 Governor Kirkwood urged organized and united action in war relief work. (1861)

--What war does this event involve? The Civil War.

--When did Kirkwood become governor? He was elected in 1859 and governor's terms at that time were two years.

--Where was Iowa's capital at this time? Des Moines. It was moved from Iowa City in 1857.

--What kinds of relief did he likely have in mind? Supplies for soldiers on the front and aid for the wounded. Possibly help for families left behind as well.

October 11 Sauk & Fox signed treaty ceding central Iowa to the United States. (1842)

--How long had Iowa been open for pioneer settlement at this time? A section of land along the Mississippi called the Black Hawk Purchase became open for pioneer settlement in 1833 (see entry for October 3).

--What territory was Iowa a part of at this time? The Iowa Territory (1838-46).

--Who were the Sauk and Fox? Originally two distinct tribes of the Algonquain language division, they merged around 1700 in the face of a threat by the French. They originally lived in Wisconsin but moved to Iowa by way of Illinois around 1800. Although not a full-fledged chief, Black Hawk, a war chief, was their most influential leader in the nineteenth century.

October 14 First Wapello County Fair held near Ottumwa (1853)

--Where is Wapello County? Locate on Iowa map.

--How long had Iowa been a state at this time? Seven years.

--What does this event indicate about the social and economic development of Iowa? Iowans in the southeast part of the state were becoming socially organized and sharing agricultural ideas and products.

October 15 Governor Chambers tried to buy central Iowa from Sauk and Fox. (1841)

--Who was Governor Chambers? He was governor of the territory of Iowa representing the federal government in its negotiations with the Sauk and Fox tribes.

--What lands were being sought by the government? Most of central Iowa which was eventually ceded to the government in 1842 (see October 3).

October 16 Julia Addington wins election as Co. Supt. of Schools--first Mitchell woman elected in Iowa. (1869)

--How long had Iowa been a state at this time? Twenty-three years.

--Where is Mitchell County? Locate on state map.

--What does this event tell about the organization of Iowa's schools in 1869? Schools were not as tightly organized and controlled in 1869 as they are today. Each county provided a superintendent to oversee the operation and quality of the county's schools.

--What does this event tell about the advancing place of women in 1869? At this time the issue of suffrage was being heavily debated on the state level. Women were taking a more prominent role in society. Educational opportunities were widening. Many of the women pushing for equal treatment under the law were pioneers on two fronts simultaneously. They helped open a new region to pioneer settlement and supported the development of women's rights in society.

October 17 Rock Island tracks completed to Adair County. (1867).

--Where is Adair County? Locate on Iowa map.

--Where did the Rock Island line begin and terminate in Iowa? (see October 1).

--How did railroad development change life in Iowa? As the web of railroad lines moved west, farmers were able to put their products on the markets with greater speed and economy. The first tracks in Iowa were laid in the 1850's. By 1905 there was no point in Iowa farther than eight miles from a railroad terminal. The state became economically more cohesive after the development of railroading.

October 18 Burlington Gas Light Co. completes pipe laying in city. (1869)

--Where is Burlington? Locate on Iowa map.

--What would the pipes be used for? The more developed communities in Iowa were taking advantage of new technology which offered alternatives to the more crude pioneer lifestyle. Gas lights lining the streets of Burlington was one such new innovation. Eventually gas for home and industrial use would come along, as well as telephone lines and electricity.

--Could this event have happened in northwest Iowa in 1869? Not likely. This region was barely moving out of the frontier period in 1869.

October 21 Second Black Haw Purchase negotiated. (1837)

—Who was Black Hawk? (see October 3 and 11).

—Where was the first Black Hawk Purchase? (see October 3) The first Black Hawk Purchase included a section of land adjacent to the Mississippi River which was purchased in 1832.

—Where was the second Black Hawk Purchase? (see map with October 3)

—What territory was Iowa a part of in 1837? In 1837 the land we now call Iowa was part of the Wisconsin Territory.

October 22 Julien Dubuque asked Spanish Governor permission to work his "Mines of Spain". (1797)

--Where were the "Mines of Spain"? They were located in the area within present day Dubuque County. These lands also included areas in present day northwest Illinois and southwest Wisconsin.

—In 1797 who had control of the territory now called Iowa? Spain. France transferred lands across the Mississippi, including Iowa, to Spain in 1762.

--Who was Julien Dubuque? He was a French-Canadian who shrewdly developed a mining business on Spanish territory, making virtual slaves of Fox Indian workers.

October 23 Recruits called for 2nd Battery Iowa Light Artillery. (1862)

--For what were recruits being called to help? The Civil War.

—How long did the Civil War last? Four years, 1861-65.

—How was army recruitment different in 1862 than today? Certainly it was not developed to the extent it is today. Because there was no orderly plan of recruitment, the War Department assigned a quota for each state and used governor's offices as clearinghouses and headquarters for activities. In Iowa, Governor Samuel J. Kirkwood led the recruitment of Iowa's quota.

In all, about half of Iowa's male population participated in the war effort. 13,001 soldiers died in the war or war-related activities.

October 24 James Clarke reported corn in Muscatine Co. 14 ft. high yielding 150 bushels per acre. (1838)

--Where is Muscatine County? Locate on Iowa map.

—How would this reported yield compare to today's yields? Very favorably. Today varieties of corn don't grow 14 feet high. It is usual for farmers to report 150 bushels of corn to the acre, however.

—If this report is accurate, what might account for this tremendous productivity? Students should be encouraged to offer plausible reasons. Most likely, it was a result of unusually favorable growing conditions during that particular season and existence of very fertile soil naturally developed over the centuries.

October 25 First annual Iowa State Fair held at Fairfield. (1854)

—Where is Fairfield? Locate on Iowa map.

—Why was Fairfield a good location for the State Fair in 1854? This location was more central to the nucleus of Iowa's farm community in 1854. If it had been held in Davenport, fewer people would have been able to attend.

October 28 Illinois Central completed west of LeMars. (1869)

—Where did the Illinois Central originate and terminate in Iowa? (see map with October 1)

—How did railroad development affect economic development in Iowa? (see October 7)

October 29 David Royer shot Cyrus S. Jacobs at Burlington. (1838)

—Where is Burlington? Locate on Iowa map.

—What territory was Iowa a part of in 1838? Iowa became part of the Iowa Territory in 1838.

—How was law and order preserved in 1838? The territorial government of Iowa maintained provisions for law enforcement and legal action. However, this was often loosely organized, and action was slow in coming. Law was often taking into the hands of vigilante groups or regulators as they were called in the case of horse thievery. As town government developed, local law enforcement also became more refined.

October 30 Prince de Joinville stopped at LeClaire House in Davenport. (1841)

—What was LeClaire House? Antoine LeClaire was a wealthy and influential leader in Davenport. He was half French and half Indian. He had helped negotiate the Black Hawk Purchase in 1832. As a result he was given the land on which the city of Davenport was built. Undoubtedly LeClaire House was the home of Antoine LeClaire in 1841.

—Where is Davenport? Locate on Iowa map.

—What territory was Iowa a part of at this time? Iowa Territory (1838-1846).

October 31 Burlington Masons proposed organization of an Iowa Grand Lodge. (1842)

--Where is Burlington? Locate on Iowa map.

—What are the Masons? A secret society whose origin may go back as far as the Middle Ages. This organization stresses the member's duty to God, country, and family. It was first introduced in America in 1730.

—What does this type of social activity in Burlington in 1842 indicate about Iowa's social development? While Burlington was developing well organized social structures, much of the rest of present day Iowa was unsettled frontier land.

By using a daily event in Iowa history to evoke thoughtful discussion of Iowa's past, students will soon be able to place new information in a meaningful context. Through thoughtful consideration of past events, students will be able to make more intelligent decisions as the future unfolds.

OCTOBER IOWA HISTORY MONTH 1985

1 George W. Jones digs first shovelful of dirt for Dubuque & Pacific RR (later Illinois Central). (1855)	2 Lt. Robert Lee blasted reefs to deepen channel over Des Moines Rapids. (1838)	3 Death of Black Hawk, buried in customary sitting position. (1838)	4 Iowa's first school opens in log cabin in Lee County. (1830)	5 Augustus C. Dodge elected first Delegate to Congress from Iowa. (1840)	6 Steamboat Ex-port later re-named Black Hawk, arrived at Waterloo. (1858)	7 First State Constitutional Convention convened in Iowa City. (1844)
8 Quakers held first "monthly meeting" at Salem. (1835)	9 Abraham Lincoln spoke at Burlington. (1858)	10 Governor Kirkwood urged organized and united action in war relief work. (1861)	11 Sauk & Fox signed treaty ceding central Iowa to the United States. (1842)	12 Governor Chambers proclaimed Iowa's first official Thanksgiving Day. (1844)	13 Treaty signed with Winnebago Indians to vacate Neutral Ground. (1846)	14 First Wapello County Fair held near Ottumwa. (1853)
15 Governor Chambers tried to buy central Iowa from Sauk and Fox. (1841)	16 Julia Addington wins election as Co. Supt. of Schools-first Mitchell woman elected in Ia. (1869)	17 Rock Island tracks completed to Adair County. (1867)	18 Burlington Gas Light Co. completes pipe laying in city. (1869)	19 Ioway Indians gave up claim to territory now Iowa. (1838)	20 Grand Lodge of Missouri (Masons) chartered Des Moines Lodge No. 1 at Burlington. (1841)	21 Second Black Hawk Purchase negotiated. (1837)
22 Julien Dubuque asked Spanish Governor permission to work his "Mines of Spain." (1797)	23 Recruits called for 2nd Battery Iowa Light Artillery. (1862)	24 James Clarke reported corn in Muscatine Co. 14 ft. High yielding 150 bushels per acre. (1838)	25 First annual Iowa State Fair held at Fairfield. (1854)	26 First general election for State officers. (1846)	27 Coal shortage reported in Mississippi River towns. (1869)	28 Illinois Central completed west of LeMars. (1869)
29 David Royer shot Cyrus S. Jacobs at Burlington. (1838)	30 Prince de Joinville stopped at Le Claire House in Davenport. (1841)	31 Burlington Masons proposed organization of an Iowa Grand Lodge. (1842)				

OCTOBER

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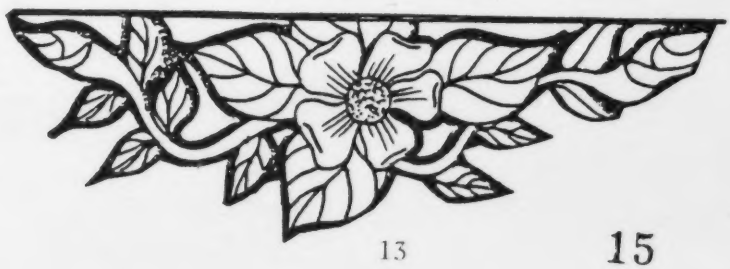


SECTION II

Activities for Iowa History Month

The following list of activities provides a potpourri of individual, group and community projects to use in celebrating Iowa History Month. While this list is not exhaustive, it may provide a start to an exciting adventure in history. These activities should not take the place of fund raising activities, Section IV, (see your Building Coordinator).

Classroom Projects

Poster Contest

Students will design posters on the theme "Iowa Then and Today". Teachers will judge the posters on creativity and content. Winning posters from each class will be placed on display in the school.

Mobile Construction

Students will make mobiles on a specific theme or aspect of Iowa history. Appropriate instruction will precede the development of the mobiles. Topics such as transportation development, pioneer farming, Iowa agriculture and Iowa's historic industries will lend themselves to thematic development.

Pioneer Menu

The class will plan a tasting party of historic pioneer dishes. Such entries as johny cake, corn bread with homemade butter, apple fritters, or pound cake might be included. To get started: Walker, Barbara M., The Little House Cookbook, Harper and Row Publishers, New York, 1979.

From Ackley to Zwingle

The class will choose a different Iowa town, county, or place name for each letter of the alphabet. Each student will take one name and report on the origin, meaning and use of the name. The following book will provide a start at locating place names for Iowa. Dilts, Harold E., From Ackley to Zwingle, Carter Press, Inc., 206 Welch Avenue, Ames, Iowa 50010.

Town Map

Students will do research and make a historic map of the community for a selected date. They will start with a current town map and by reading local resources, interviewing senior citizens and contacting the local city offices, they will reconstruct the map for the selected year. The local historical society may be able to supply photographs as well.

Early Immigration

Students will investigate the ethnic groups which helped to settle Iowa. By researching books, filmstrips and local resources, students will construct a state map keyed to ethnic groups settling in various parts of the state. Such groups as the Norwegians at Decorah, the Danish at Elk Horn, the Dutch at Pella, the Germans at Davenport, and the Czechs at Cedar Rapids will be included.

Cornhusk Dolls

Students will collect cornhusks and make dolls according to the directions included on page 17. Variations on the directions will be made to illustrate various kinds of pioneer tasks. Displays of dolls will be placed in the school.

Community Quilt

Students will visit a local rest home and interview senior citizens regarding their early memories of the community. They will come prepared with tape recorders and specific questions to ask. Follow-up discussion in the classroom will focus on early perceptions of the community. Students will then illustrate these memories on 12" x 12" squares which will be assembled to form a community quilt. These will be completed with construction paper if making real quilt squares is not possible.

Century Book

Students will create a family history describing their family five, ten, twenty, fifty, and one-hundred years ago. Each page will include a brief description and an illustration. Family members will be consulted for the research for the century book.

Class Newspaper

Students will produce a class newspaper for the year 1870. Included will be articles on pioneer farming, land sales, railroad development, and emerging industry. Advertising will include new horse-drawn farm machinery, steamboat and railroad transportation, etc. For more information on Iowa in 1870, consult Explorations in Iowa History Project, Price Laboratory School, University of Northern Iowa, Cedar Falls, Iowa 50614. (This project also appears in Section IV, see your Building Coordinator.)

Editorial

Students will write an editorial to the local newspaper editor telling why they want to learn about history and why it is important.

Spelling Bee

Students will plan a spelling bee featuring important names in Iowa history. Included will be towns, historic sites and famous people.

Store Window Display

Students will arrange a history display about an event or an era they have studied. It can include clothes, tools, or any other artifacts that can be collected from senior citizens or native community residents. Then, arrange an appointment with a store owner and explain your project to them. Ask if they will let you set up your display in the store window during the month of October, 1985. Be sure to make a big sign with a title of Iowa History Month.

CORNHUSK DOLLS

1. Start with several well soaked cornhusks. Bind together in center.

2. Bend tops over

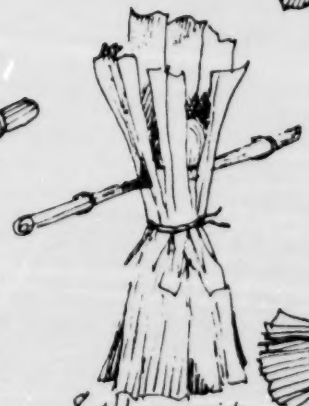
3. Tie tops down to form head.

4. Roll a wire inside one cornhusk and firmly tie up.

5. Place covered wire between tied cornhusks.

6. Tie cornhusks below covered wire.

7. Add shawl by crossing a thin cornhusk and tucking under waist tie.



8. Add overskirt by tying narrow strips from waist.

9. Tie down overskirt, add bonnet, baby, or broom as desired.

SECTION III

Where to Find it

Although many materials are available through the local area education agencies, the following organizations and institutions also offer materials which will be of use in teaching about Iowa.

IOWA LEGISLATURE

The Public Information Office at the State House offers free materials covering Iowa government and the three branches of state government. Address requests to:

Mr. John Goeldner
Public Information Office
State House
Des Moines, Iowa 50319
(1-515-281-5129)

IOWA STATE HISTORICAL DEPARTMENT

The Iowa State Historical Department provides many materials through its publications division in Iowa City.

The Goldfinch. A learning resource on Iowa history for individuals, elementary classrooms and libraries. Four issues are published each school year. Subscriptions: classroom (30 copies of each issue) $25.00; individual (1 copy of each issue) $5.00.

The Annals of Iowa. A scholarly quarterly journal designed for the serious historian. Individual annual subscription $10.00.

The Palimpsest. Iowa's popular history magazine. This journal is available to all Iowa State Historical Society members. Annual membership $12.50.

For information about any of these materials, contact:

Terri Lane Ennis
Membership and Subscription Secretary
Iowa State Historical Society
402 Iowa Avenue
Iowa City, Iowa 52240
(1-319-338-5471)

The State Historical Department also has numerous books in print on a variety of topics. For information regarding a title and price list, contact:

Marc Guthrie
Publications Sales
Iowa State Historical Society
402 Iowa Avenue
Iowa City, Iowa 52240
(1-319-338-5471)

THE DEPARTMENT OF PUBLIC INSTRUCTION

The Iowa History Teacher. A teacher resource containing information, curriculum ideas, and articles on selected topics in Iowa history. This free publication is available by contacting:

Mr. Richard Gage
Instruction and Curriculum Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(1-515-281-3517)

Iowa and Some Iowans. An annotated bibliography of materials on Iowans and Iowa history. Available in the fall of 1986. This free material is available by contacting:

Dr. Betty Jo Buckingham
Instruction and Curriculum Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(1-515-281-3707)

IOWA DEPARTMENT OF AGRICULTURE

The Iowa Department of Agriculture makes numerous instructional materials available focusing on agricultural aspects of life in Iowa.

Iowa. This free four-color brochure is available in classroom quantities. It focuses on the numerous products raised in Iowa.

Agriculture in Iowa. This free 118-page curriculum guide includes seven units focusing on history, farm life, geography and topography of Iowa.

Farm and Food Bytes. This computer program, designed for use on Apple computer systems, provides multi-discipline activities for use in studying Iowa Farming. Cost $7.00.

The Department of Agriculture also has numerous books, filmstrips and slide sets related to agriculture available upon request. Address all inquiries about materials to:

Kathy Roth Eastman
Iowa Department of Agriculture
Wallace State Office Building
Des Moines, Iowa 50319
(1-515-281-5994)

IOWA DEVELOPMENT COMMISSION

The Iowa Development Commission provides the following free books on Iowa.

Iowa: Mini-Vacation Guide. This 40-page book outlines several routes for mini-vacations within the state of Iowa. In addition, it identifies historic sites, key points of interest and includes numerous maps.

1985 Statistical Profile of Iowa. Everything from agriculture to energy is entered in this 116-page book. If it can be measured or counted it's probably included among the numerous charts, graphs and tables. Address requests to:

Iowa Development Commission
Communications Group
600 East Court Avenue
Des Moines, Iowa 50309
(1-515-281-3098)

THE UNIVERSITY OF NORTHERN IOWA

The Explorations in Iowa History Project, produced at Malcolm Price Laboratory School, is designed to provide primary source materials for use in teaching about Iowa's history from 1830 to 1940. Included are reproductions of letters, diaries, memoirs, advertising and facsimilies of written material appropriate to the time. For titles and prices, write to:

Dr. Lynn E. Nielsen
Explorations in Iowa History Project
Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa 50613
(1-319-273-2428)

SOUTHERN PRAIRIE AREA EDUCATION AGENCY 15

Reflections of Yesterday. A resource book for investigation of local history, available fall 1985. This collection of 27 activities is a joint project of AEA 15 and the Department of Public Instruction. Address requests for materials to:

Dr. Sue Palmer
Education Consultant
Southern Prairie AEA 15
Route 5, Box 55
Ottumwa, Iowa 52501

GREEN VALLEY AREA EDUCATION AGENCY 14

A History of Iowa, funded by the National Endowment for the Humanities, provides a multi-media set of materials for teaching Iowa history. Included is a text, ten filmstrips, a teacher's guide, and miscellaneous other supplementary materials. For prices and brochures, write to:

O. J. Fargo
Green Valley AEA 14
Green Valley Road
Creston, Iowa 50801
(1-515-782-8443, ext. 27)

For a sample of the Teachers Guide to A History of Iowa, please see pages 22-36.

A HISTORY

OF

IOWA

Sample of the Teachers Guide

Units III, VIII & XI

by O. J. Fargo

Outline - Unit III

I. **Reasons for exploring**
   - A. Spanish - gold
   - B. French - furs
   - C. English - colonies and trade

II. **White man's entry into Iowa**
   - A. Marquette and Joliet
     1. Landed near Toolesboro on June 25, 1673
     2. Sent to claim land for France and find furs
     3. Resulted in Iowa becoming French
   - B. Nicholas Perrot
     1. Ran a fur trade (1685)
     2. Set up lead mines
   - C. Major De Noyelles (1735)
     1. Came from Montreal with 250 men to punish Sauk and Fox
   - D. Land transferred to Spain
   - E. Basil Giard (1795)
     1. Given land grant near McGregor
   - F. Jean Cardinal (1780)
     1. Given mining grant in Dubuque county
     2. Supplied lead for continental army
     3. Killed when British attacked
   - G. Early writers
     1. Jonathon Carver (1766)
     2. Peter Pond (1773)

III. **Trade conditions**
   - A. Spain, France and England competed for territory and trade
     1. Fur was the main trade item
        - a. Traders did everything possible to encourage the Indians
        - b. Europeans were dependent on fur
        - c. Indians became dependent on trade goods
        - d. Indians lost traditional ways and self-reliance
        - e. Indians became attached to a European nation

Quiz - Filmstrip 3

1. The first white man to see Iowa was
   a) La Salle
   b) Joliet
   c) Perrot (b)

2. The first landmark explorers saw was
   a) the Effigy Mounds
   b) bluffs at McGregor
   c) a large Sioux village.

3. The explorers were mostly interested in search of
   a) gold
   b) land for colonists
   c) furs (c)

4. The Indians treated the explorers
   a) well
   b) ignored them
   c) poorly (a)

5. Because of the explorations, Iowa and the Mississippi Valley were claimed by
   a) France
   b) Spain
   c) United States (a)

6. The Sauk and Mesquakie tribes first united because of
   a) Sioux
   b) the French
   c) food problems (b)

7. In the battle with the French and Major DeNoyelles, the Sauk and Mesquakie
   a) won
   b) lost
   c) neither side won or lost (c)

8. Iowa became Spanish because of
   a) the Revolutionary War
   b) the French and Indian War
   c) Spanish War (b)

9. The Spanish gave land grants to gain allies against the
   a) British
   b) Americans
   c) French (a)

10. The first person living on Iowa soil to die in the Revolutionary War was
    a) George Rogers Clark
    b) Basil Giard
    c) Jean Marie Cardinal (c)

11. This person was killed because of his
    a) friendship for the British
    b) fur trading post
    c) lead business.

12. At the end of the filmstrip in the 1780's, the land that was to become Iowa was owned by the
    a) French
    b) Spanish
    c) Americans

(b)

Exploration - Unit III

Discussion Questions

1. Choose one early explorer. Have them explain how their trip would be different today.
2. You have been picked to be transported back in time. You can take along 3 modern items. What will you take? Why?
3. Why was Julien Dubuque important to Iowa and Iowa history?
4. How would one or two modern inventions have changed the trip of Marquette and Joliet?
5. Discuss the importance of fur to exploration. To people living here. To Europe.
6. Discuss how lead was formed.

Writing Questions

1. Pretend you are a correspondent for your local newspaper. Choose 1 event in the unit and write a news story about your experiences.
2. As Joliet, describe your first contact with the Indians.
3. As the Indians, describe your first contact with Joliet.
4. Recount Indian legends that Marquette may have learned.
5. Write a mock diary of a fur trader during 1 day or 1 month.
6. Write a mock diary of Giard, Tessen, and Dubuque.
7. Life as an early explorer.
8. As a modern reporter, report on one aspect of this unit.

Classroom Activities

1. Make a mobile of the significant events and people covered in this period. When finished, it should visually sum up the unit.
2. Design a **jeopardy quiz game** using the material in this unit.
3. Conduct a spell-down using questions from this unit and previous ones.
4. Make a bingo game using questions from this unit and previous ones.
5. Trace the route of Marquette and Joliet.
6. Have the class do pictures and/or descriptions of the dress of an explorer.
7. Research details of 3 land grants.
8. Make a mock up of a lead mine.
9. Research the Revolutionary War in the west.
10. Scene from early explorer's journal.
11. What was happening in your county at this time?

Word Scramble - Unit 3

1. This European nation was interested in exploration in order to acquire colonies. AEDNGNL _____
2. This European people were interested in exploring for gold. HPSSIAN _____
3. This European people were interested in exploring for furs. NFHFCE _____
4. This man was the actual leader of the French expedition that discovered Iowa. TJEOIL _____
5. This man accompanied the expedition as an interpreter. URMQTAETE _____
6. The expedition 1st landed in Iowa near this town. SEBLOTOROO _____
7. The French were interested in finding _____ trading posts. RUF _____
8. Basil Giard acquired a grant near this town. RRCMGEGO _____
9. The expedition met this Indian tribe and were treated well. NILIIL _____
10. This man was also a French explorer. LASLAEL _____
11. The explorers used this river for transportation. IPSISMPSISI _____
12. After establishing mines, this man was appointed the French commander in the west. RPTERO _____
13. _____ mining was an important industry in early Iowa. ADLE _____
14. This man established a military post in Clayton County in 1738. RIANM _____
15. This man followed the Sauk and Mesquakie to punish them. YANEDLSOEL _____
16. When France lost the French and Indian War, they gave Iowa to _____. APSNI _____
17. Jonathon _____ wrote a book about his travels in northeast Iowa. AEVRRC _____
18. Peter _____ also wrote about travels in northeast Iowa. ODNP _____
19. This man was given a land grant near McGregor by the Spanish. DGIAR _____

ANSWER KEY

1. England
2. Spanish
3. French
4. Joliet
5. Marquette
6. Toolesboro
7. fur
8. McGregor
9. Illini
10. La Salle
11. Mississippi
12. Perrot
13. lead
14. Marin
15. De Noyalles
16. Spain
17. Carver
18. Pond
19. Giard

Outline - Unit VIII

I. **Iowa is made a state**
   A. December 28, 1846
   B. Culmination of years of work
      1. Constitutional convention, May, Burlington, Zion Methodist Church
      2. Ansil Briggs elected governor, August
   C. Population 102,000

II. **Settling the young state**
   A. Stimulated by Indian land cessions
   B. By 1846, most Indians given up land
   C. Last Indians gave up ownership, 1851
   D. Land for $1.25/acre brought people to Iowa
      1. Many came from older states, New York, Ohio, Indiana, Virginia, Pennsylvania and Kentucky
      2. Also foreign countries: Ireland, Germany, Canada and Scandinavian countries
   E. Some came through on their way further west
      1. Mormons from Nauvoo, Illinois, through Iowa, 1846
         a. Established towns
         b. Route is now Highway 2
      2. California Gold Rush, 1849
      3. Oregon Land Rush, 1851
   F. Population tripled: 1846 - 102,000 1860 - 650,000
   G. Religious leaders were also town builders
      1. Grinnell
      2. John Ladd
   H. Utopian societies
      1. Amana - Cedar Rapids
      2. Icarian community - Corning

III. **Relocation of Capital**
   A. When Iowa became state - population in East
      1. Iowa City centrally located
      2. Population moved west
      3. 1857 legislature decided to move to Des Moines
   B. Selection of capital site amid controversy
      1. Speculation
      2. Use of tax money to build new capital building

IV. **The early years were rough**
   A. 1851 gigantic flood - 75" of rain in one year
   B. 1856 blizzard

V. **Railroads were the key to increasing population**
   A. Major factor in West - Iowa was the West
   B. Railroads not limited in constitution like banks
   C. Many proposed but never built
   D. 1847 legislature approved bond issues to raise money for railroad construction

E. Many believed railroads were key to survival of a town
F. First passenger train from Davenport to Iowa City, January, 1856
G. 1856 - Congress gave land grants to railroads - 1/9 of Iowa land
    1. From Burlington to Omaha
    2. From Davenport to Council Bluffs
    3. From Lyons to Maquoketa
    4. From Dubuque to Sioux City
H. Railroad construction slow; economic depression, 1859
    1. 500 miles - 1859
    2. Changed little until after Civil War

Quiz - Filmstrip 8

1. Between 1846 and 1866, the population of Iowa
   a. decreased
   b. tripled
   c. doubled
   d. stayed the same (b)

2. How much of Iowa's land was granted to railroads in 1856?
   a. 1/3
   b. 1/9
   c. 1/16
   d. 1/32 (b)

3. Which of the following, formed from the Louisiana territory, entered the Union as a free state?
   a. Missouri
   b. Iowa
   c. Wisconsin
   d. Nebraska (b)

4. A factor that slowed rail construction before 1865 was
   a. money from towns
   b. manpower
   c. lack of land
   d. dislike of railroads (b)

5. The state capital was moved from Iowa City because
   a. there was more money in Des Moines.
   b. the western part of the state had been settled.
   c. the old capital was too small. (b)

6. The advantage of a capital to a town is
   a. increased property values
   b. over-crowding
   c. more taxes (a)

7. When the railroads came,
   a. population increased.
   b. farmers had to pay more for their goods.
   c. they demanded land or they wouldn't come through. (a)

8. A railroad through a town
   a. slowed its growth.
   b. was a nuisance.
   c. helped build a town. (c)

9. Annie Wittenmeyer was nationally known for work with
   a. blacks
   b. soldiers
   c. politics (b)

10. Grenville Dodge was nationally known for his work with
    a. farming
    b. industry
    c. railroads (c)

Discussion Questions

1. What directions did the railroads run? Why?
2. You are picked to go back in time. You are allowed to take 3 modern items. What are they? Why did you pick them?
3. What 3 conveniences would you miss most living as a pioneer.
4. How might you feel when you heard about the Spirit Lake Murders if you were a) a hostile Sioux, b) friendly Sioux, c) a settler in northwest Iowa, d) a soldier, e) a settler in Des Moines, f) a settler in Davenport?
5. What was the conductor's job on the Underground Railroad? What risks did they take? Would you do it knowing the risks and problems?

Writing Questions

1. Look up and find out about machinery used in planting and harvesting.
2. Write a paragraph or design a brochure to lure emigrants to Iowa.
3. Write a letter to the editor expressing the viewpoints of:
   a. an abolitionist complaining about slavery.
   b. an abolitionist defending the actions of John Brown and the Coppocs.
   c. a copperhead explaining why you are opposed to the civil war.
   d. a slave owner telling why the underground railroad is illegal and unfair.
   e. a conductor on the underground railroad telling why it is just and necessary.
   f. a citizen writing about how bad John Brown's actions are.
4. As a townsperson, write about what the railroad has done for your community.
5. As a person whose town was bypassed by the railroad, tell how it has hurt.
6. Pretend you are a correspondent for your local newspaper. Choose 1 event in the unit and write a news story about your experiences.

Classroom Activities

1. Write a paragraph or design a brochure to lure emigrants to your city.
2. Prepare a chart comparing the farmer of 1860 with that of 1890, 1920 and 1980. You might compare types of machinery, tools, farm size, cost of land, price for products, etc.
3. Compare how a farmer in 1860 did various chores with today's farmer.
4. Make and use a **jeopardy quiz game** over the material in this unit.
5. Conduct a spell-down using questions from this unit and previous ones.
6. Make a bingo game using questions from this unit and previous ones.
7. Make a mobile of the significant people and events of this unit. When it's finished, it should visually sum up the unit.

Outline - Unit XI

I. Origins of Today
   A. Agriculture vs. Agribusiness
   B. Before 1920 - life resembled Civil War period
   C. After 1920 - life resembled today
   D. Common elements
      1. Farmers struggle against elements
      2. Reliance on trade and transportation

II. Iowa in 1920
   A. Inflated economy and land price
      1. Farmers paid 10% on land
      2. Nothing done to curb production
   B. Government price supports withdrawn May 2, 1920
      1. Prices sank while production rose
      2. Export market disappeared
      3. Lack of income caused many farmer bankruptcies.

III. Period - a story of chain reactions
   A. Prices low - farmers make less money
   B. Farmers can't make loan payments
   C. Banks close or foreclose on farmer
   D. Farmers lose land, move away
   E. Community lost people, businesses close
   F. Lack of business forces manufacturing firms to lay off workers

IV. Rural poverty next to urban wealth
   A. Society changed as middle class shrank
   B. Much of Iowa land controlled by banks and insurance companies.

V. Stock Market crash - 1929
   A. Added to depression - urban gained rural population in Great Depression
   B. Affected the whole world
   C. Much of what we have today began during the Depression

VI. Government in action at a time when many Iowans in Washington D.C. - as Secretary of Agriculture
   A. Jim Wilson (to 1913)
   B. Edwin Meredith (1920)
   C. "Uncle" Henry C. Wallace (1921-24)
   D. Herbert Hoover - Secretary of Commerce

VII. Farmers reacted to low prices
   A. Farmer's Union grew rapidly
   B. Wanted parity
   C. Acts of violence
      1. 1931 - Cow War
      2. 1932 - LeMars Judge
   D. Farmer's Holiday Movement

VIII. Weather hard on Iowans
   A. Worst drought in history 30, 34 and 36
   B. Much erosion caused by poor cropping practice

IX. Iowa coal less in demand - unemployment in cities grew

X. Election of FDR - New Deal
   A. Appointed Henry A. Wallace - Secretary of Agriculture
   B. Soon passed several bills that benefited Iowans:
      1. Corn loan program
      2. Civilian Conservation Corps
      3. Rural Electrification Adm.

XI. As Europe slipped toward war
   A. European trade increased - 1938
   B. Prosperity returned - depression ended
   C. By 1940 U.S. manufactured goods for European war effort
   D. Japan attacked Pearl Harbor - December 7, 1941
   E. U.S. economy ready for war effort

XII. Iowans in W.W. II
   A. Military draft 262,688 men and women
   B. By end of the war 8,898 had died

XIII. Hybrid Seed Corn changed Iowa/Farming
   A. First single cross - 1917 - Donald Jones - Illinois
   B. Iowa State University experimental station began testing - 1922
      1. 1932 - put first seed corn on market - 1% crop
      2. 1933 - 2% of acreage
      3. 1939 - 3/4 of all corn acreage
      4. 1944 - 99.3% of all corn acreage
   C. Average corn yield doubled from 21.9 in 1914 to 31.9 in 1944.

XIV. Soybean development
   A. Imported from Orient
   B. Tests began 1910 - 3000 varieties
   C. Became popular - W.W. II
   D. Today #2 crop in both acreage andd commercial value

XV. After 1946, population migration increased from rural to urban
   A. Increased mechanization
   B. Increased urban industry
   C. Cheap land - a thing of the past
   D. Decline in European migration

XVI. By 1947 - twice as many people working in factories as in 1939

XVII. Value of Iowa's manufactured products - tripled

Quiz - Filmstrip 11

1. Because of the end of World War I, demand for farm produce
   a. rose
   b. dropped
   c. stayed the same (b)

2. During this same time, farmers produced
   a. more
   b. less
   c. the same (a)

3. This meant that farm price
   a. rose
   b. fell
   c. stayed steady (b)

4. Farm Economy has a) great, b) little, c) no effect on urban economy. (a)

5. In 1921, the farms were feeling the depression. The cities were feeling it a) greatly, b) little. (b)

6. During the depression, rural population
   a. rose
   b. fell
   c. stayed the same (b)

7. In order to combat low prices, farmers
   a. cut down on planting
   b. improved farming methods
   c. formed unions (c)

8. Name any 2 Iowans who served in national cabinet posts during this era.
   Tama Jim Wilson Edwin Meredith Henry A. Wallace
   Herbert Hoover Henry C. Wallace

9. Name 2 programs instituted under Roosevelt that benefited rural Iowa.
   a. Civil Conservation Corps
   b. New Deal
   c. Electrification Administration
   d. Farm Bureau (a & c)

10. Name 3 reasons for the increase in urban population.
    a. people preferred the convenience
    b. increased city industries
    c. much more money
    d. farms were growing smaller
    e. less immigration
    f. more machinery on farms (b,d,f)

11. Name 2 revolutionary agricultural developments pioneered by Iowa State University.
    a. crop rotation
    b. hybrid seed
    c. soybeans
    d. erosion prevention
    e. tiling (b & c)

Discussion Questions

1. Would you rather have been in a city or a farm during this period? Why?
2. Where would you expect to find the most industry in Iowa? Why?
3. Suppose that a new industry is going to open up in your town. What would it be? What would it produce? What will it need? What advantages and disadvantages might it have for the community?
4. Suppose a drought, flood, epidemic, etc. destroyed 50% of the corn in the state. What effects would it have on us? You? The state?

Writing Questions

1. Look at a road map and make a list of Iowa's major cities. Find out about each of these cities (population, when founded, what they are known for, etc.). Put the information in written form or on a map you make.
2. Talk to a farmer or retired farmer who has been in the business for many years. Write a report on what he/she sees as the main differences between the 20's or 30's and now.
3. Talk to a farmer or retired farmer who was in the business in the 1920's and 30's. Get his/her impressions of the great depression on his farm.
4. Make an advertisement or write an article advertising an Iowa product(s).
5. Make an advertisement or write an article to attract an industry to your town.
6. Pretend you are a correspondent for your local newspaper. Choose 1 event in the unit and write a news story about your experiences.

Classroom Activities

1. Make a mobile of the products made in Iowa.
2. Organize a debate between students. Have them take the part of a foreclosed farmer, a bank president, a town citizen, a government leader and an insurance company.
3. Start a class project that designs and produces a product that will be sold (check with your local Area Education Agency for ideas such as scratch pads, buttons, etc.).
4. Make and use a jeopardy quiz game over the material in this unit.
5. Conduct a spell-down using questions from this unit and previous ones.
6. Make a bingo game using questions from this unit and previous ones.
7. Make a mobile of the significant people and events of this unit. When it's finished, it should visually sum up the unit.
8. Prepare a chart comparing the farmer of 1930 to that of 1980. You might compare types of machinery, tools, farm size, cost of land, price for products, etc.
9. Compare how a farmer in 1930 did various chores with a farmer today.

Appendix IV

Free and Inexpensive Materials

Map and brochures about places of interest, parks, historical facts.
Indian Hills Lake Region
Box 923
Ottumwa, Iowa 52501

Map and brochures about places of interest.
Explorerland Tourism Council
Box 372
Waukon, Iowa 52172

Map and brochures about places of interest.
Land of Four Season
Regional Tourist Council
Cerro Gordo County Court House
Mason City, Iowa 50401

Map and brochures about places of interest Great Rivers Region.
Van Buren Co. Development Association
Box 9
Keosauqua, Iowa 52565

Maps, pamphlets and brochures about places of interest in "Siouxland."
Tourism
Box 584
Storm Lake, Iowa 50588

Maps, pamphlets and brochures about places of interest in southwest Iowa.
Iowa's Golden Southwest Tourism Council
Box 37
Red Oak, Iowa 51566

Iowa events mini vacations, map of Iowa, Quick-Facts about Iowa, Iowa - A Place to Grow
Travel Development Division
Iowa Development Commission
250 Jewett Building
Des Moines, Iowa 50309

Information about state government.
Iowa House PIO
State Hoiuse
Des Moines, Iowa 50319

(PIO = Iowa House of Representatives Public Information Office.)

Information about agriculture and agribusiness.
Iowa Department of Agriculture
Wallace Building
Des Moines, Iowa 50319

Iowa Farm Bureau
5400 University
West Des Moines, Iowa 50265

Pamphlets etc. about industry, sites, etc. in larger Iowa cities. The following is an adequate address:

Chamber of Commerce
City, State Zip

Iowa Beef Industry Council
123 Airport Road
P.O. Box 451
Ames, Iowa 50010

Iowa Corn Promotion Board
200 West Towers
1200 - 35th Street
West Des Moines, Iowa 50265

Dairy Council Inc. of Iowa
101 NE Trilein Drive
Ankeny, Iowa 50021

Iowa Development Commission
250 Jewell Building
Des Moines, Iowa 50309

Iowa Egg Council
535 East Lincoln Way
P.O. Box 408
Ames, Iowa 50010

Iowa Farm Bureau Women
5400 University
West Des Moines, Iowa 50265

Iowa Pork Producers Association
Fairgrounds
Des Moines, Iowa 50319

Iowa Soybean Promotion Board
1200 - 35th Street, Suite 600
West Des Moines, Iowa 50265

Iowa Turkey Federation
535 East Lincoln Way
P.O. Box 408
Ames, Iowa 50010

Iowa Youth Power
5400 University
West Des Moines, Iowa 50265

Booklet - The Golden Dome
Secretary of the Senate
State House
Des Moines, Iowa 50319

Booklets - Highways and Your Land
The Road Ahead
Iowa State Highway Commission
Public Information Department
Ames, Iowa 50010

Brochure - Old Capital
Coordinator of Special Services
Old Capital
Iowa City, Iowa 52242

SECTION IV

Building Coordinator's Fund Raising Guide

Through Governor Terry E. Branstad, you have been asked to spearhead some fund raising projects for the new Iowa Historical Building. The money you raise in your shcool will be turned into the Iowa Historical Museum Foundation, the fund-raising branch for the new building. The Foundation is responsible for raising $12 million and to date, we have raised just over $7 million.

When you have completed your fund raising projects, please fill out the enclosed Fund Raising Record and return it to the Iowa Historical Museum Foundation by November 15, 1985. All participating schools will receive a certificate of appreciation from the Office of the Governor.

The following pages provide a potpourri of activities which can be used to inspire interest in Iowa's heritage through helping raise funds for the new museum.

If you need additional information or have any questions, please call the Foundation office at 515-244-4939 and we will be happy to help you in any way we can.

FUND RAISING RECORD

_____
Building Coordinator

_____

_____

_____
School name, address, zip code

PROJECT: Brief Description: _____

_____

_____

AMOUNT RAISED: _____

AMOUNT OF PAYMENT ENCLOSED: _____

Checks are payable to: Iowa Historical Museum Foundation

_____ _____
Signature of Building Coordinator Date

Please return by Friday, November 15, 1985 to:
Iowa Historical Museum Foundation
300 East Maple Street
Des Moines, Iowa 50309

FUND RAISING ACTIVITIES

Group Projects

All proceeds will be turned into the Building Coordinator

Hike for History

Students will solicit pledges from parents and friends for the number of miles they will hike. On a Saturday, students will participate in a 10 to 20 mile walk with parents or teachers as chaperones. The chaperones will varify student's pledge cards and after the hike, students will collect their pledges and give the money to their Building Coordinator.

Class Play

Students will develop a class play around a particular episode from local or state history. They will research and collect authentic clothing and props. Students will sell tickets in advance to their parents, students, teachers, students and teachers from other schools and community members.

Bake Sale

The class will plan to bake some old-fashioned treats of pioneer days. Some suggestions are johny cake, corn bread with homemade butter, apple fritters or pound cake. There are more ideas in The Little House Cookbook by Barbara M. Walker, Harper and Row Publisher, New York, 1979. Students can bake in the school home economics room or in their homes.

Selling Tickets to School Events

Students will research the various school events that require admissions, such as a variety show, drama club presentation, music show or sports event. They will have to get permission from the director of the event they choose and discuss with them the possibility of selling tickets and donating any proceeds to the new Iowa Historical Museum.

Bookmarks

Students will design and handcraft a bookmark. The bookmark may have a drawing about a time in the past or it can give a brief history of the town you live in. Make several bookmarks and sell them at a school craft show or individually to other students, teachers or parents. You may also try to sell them in your public library. Make a sign for the librarian to display so that customers will know they are making a contribution to the new Iowa Historical Museum.

Class Newspaper

Students will produce a class newspaper for the year 1870. Included will be articles on pioneer farming, land sales, railroad development, and emerging industry. Advertising will include new horse-drawn farm machinery, steamboat and railroad transportation, etc. For more information on Iowa in 1870, consult Explorations in Iowa History Project, Price Laboratory School, University of Northern Iowa, Cedar Falls, Iowa 50614. Students can sell the paper for $0.10 a copy.

Iowa Historical Museum Foundation Campaign Button

Students will sell the museum campaign button in their school, neighborhood and community. The cost is $1.00. Buttons can be ordered from the Iowa Historical Museum Foundation office at 300 East Maple Street, Des Moines, Iowa 50309, (1-515-244-4939). The button order must be paid for in advance.

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